

THE LIBRARY OF THE
UNIVERSITY OF
NORTH CAROLINA



THE COLLECTION OF
NORTH CAROLINIANA

C378
UK3
1903H

UNIVERSITY OF N.C. AT CHAPEL HILL



00039136657

FOR USE ONLY IN
THE NORTH CAROLINA COLLECTION

Digitized by the Internet Archive
in 2010 with funding from
University of North Carolina at Chapel Hill

ADDRESS

Before the Alumni Association of the University
of North Carolina, June 2, 1903,

—BY—

JOHN SPRUNT HILL.

Address Before the Alumni Association of the University of North Carolina, June 2, 1903,
by John Sprunt Hill.

Mr. President, and Gentlemen of the Alumni Association :

When I was a student here about fifteen years ago, many of the college boys and a considerable number of their fathers invariably smiled when a young alumnus arose to address an audience and introduced his remarks with allusions to "Classic halls and memories dear." Such salutations were permissible only in great orators, and in men whose "foreheads were silvered o'er with age." It has, therefore, seemed advisable to me, a mere private in the ranks of speakers, and still painfully young, to bring myself into touch with the occasion by relating a little story that may be of interest to many of you. Maybe it has something to do with my presence here to-day, and maybe it will throw some light upon the erection of one of the recent adornments to this beautiful Campus.

Away back in the twenties, during the "Era of Good Feeling" in North Carolina, the wise men of the State, for reasons known to themselves, enacted a number of statutes, prohibiting forever from the domains of Chapel Hill, billiard tables, games of chance, exhibitions of artificial and natural curiosities, and all such other *spirits of evil*. For more than seventy years the warm-blooded scions of God-fearing ancestors had brooded over the harshness of these decrees. Finally, on an afternoon in May eleven years ago the peaceful reflections of two young students of law upon the serious inconveniences of these historic restrictions, were rudely interrupted by the sudden appearance of a stranger, who asked in a loud voice, "Is there a billiard parlor in this place?" "No, sir-re, no

billiard parlor here," the student replied. "In this blessed village the gospel of 'faith, hope and charity' has long since superseded the doctrine of 'life, liberty and happiness.'" The stranger laughed heartily, and soon pulled up a chair and joined the students in smoking pipes of peace and happiness and all indulged in an exchange of personal confidences. Before long the new-comer announced that he was much pleased with the looks of the Campus, and as he was enjoying himself so much, he might stay a few days and rest from his travels. One of these two students of law returned to Chapel Hill about the middle of the following summer to gather up his little worldly goods and thereafter seek new fields of fortune. Upon saying good-bye to the venerable old dispenser of ham and eggs at the Watson Hotel, this student was presented with a small white card, recently found, as he stated, pinned to the ceiling of the room occupied by our stranger during his recent stay at Chapel Hill. Upon one side of the card was engraved, "W. G. Peckham, 111 Broadway, New York," and upon the other side was written in pencil, "If J. S. Hill or W. W. Davies should ever come to New York he will find it to his advantage to call on me." In the course of the following year, the law student, who had finally drifted to New York City, after many weeks of fruitless search for work, called to mind the strange little card and concluded to follow up its suggestion. The presentation of this card to this brilliant but erratic lawyer was an "open sesame" to the years of professional employment which make possible the presence of your speaker here to-day, and during these several years more than twenty thousand dollars of Yankee money found its way into the village of Chapel Hill.

But, Fellow Alumni, this University cannot live and grow in greatness upon Arabian Nights' stories. I have come here to-day on a mission of love and devotion to the State that gave me birth, and to the institution of learning that gave me a thousand times more than I can ever repay. The force of my remarks, therefore, will be directed toward doing

something for the good of the University, and if by chance I shall strike out into new fields and make statements that may not meet with your approbation, I beg you to measure my effort by the spirit that prompts it rather than by the manner of its performance.

LEGAL STATUS OF THE UNIVERSITY.

What is the University of North Carolina? Is it a creation of a few individuals or of the whole public? Is it controlled by a small body of men of like mind, or is it controlled by a whole people? Is it a private corporation or is it a public corporation? A clear understanding of these legal questions is not often found among our people, and I am satisfied from a personal investigation that the misunderstanding of the exact legal status of the University in the minds of many of the best citizens of our State has militated against its proper support, and narrowed its usefulness. Fortunately it is a very short labor of love to set forth the exact legal setting of our Alma Mater.

The Legislature of 1789, in pursuance to the mandate of the first constitution, providing that "All useful learning shall be duly encouraged and promoted in one or more universities," passed "An Act to establish a University in this State." This act made full and complete provisions for the organization of the institution. Forty of her greatest men, representing all sections of the State, were declared to be a "body politic and corporate," under the name of "The Trustees of the University of North Carolina," (the corporate name is now "The University of North Carolina"), and were granted perpetual succession. They were authorized to hold all kinds of property "for the use of said University," in "*special trust and confidence*," that the "profits shall be applied to, and for, the use and purpose of establishing and endowing said University." One week after receiving the charter the Trustees met for organization, accepted the charter and began to solicit subscriptions from private indi-

viduals "to be held as a permanent fund for the University forever." In 1795 the institution became fully organized and opened its doors to students. There are many early decisions of our courts throwing some light upon this subject, but it remains for our truly great jurist, Thomas Ruffin, to lay down the full legal principles governing this charter and defining the exact legal status of the University in a manner so clear and bold that his opinion has become a leading authority, and is cited all over the country. In the case of *Trustees of University vs. Maulsby*, 8 Iredell's Equity, 258 (1852), Chief Justice Ruffin says, "The University is a public institution and body politic and hence subject to legislative control It was founded by the State on public funds and for a general public charity It seems to the court that there cannot be an instance of a corporation more exclusively founded for the public, more completely the creature of public policy, for public purposes purely, than the University of North Carolina. It is as much so as other public functionaries, the President and Directors of a Literary Board, and the Board of Public Works" In the same case Chief Justice Ruffin shows how such a public charitable corporation differs from the denominational college or private charitable corporation in the following words, "Charters of corporations founded by *individuals* on their own funds for their own emoluments or for the purposes of education or other general charity are contracts of inviolable obligation The admission and exclusion of members, the qualification of directors and trustees, the mode of keeping up their succession and the government of such corporations are absolutely fixed by the charter." And Chief Justice Marshall, in the Dartmouth College case, an institution as you may recall founded by Congregational ministers for the purpose of educating Indian missionaries, says, "A hospital founded by a private benefactor is a private corporation in point of law, although dedicated by its charter to general charity. So is a college founded and endowed in the

same manner The fact that the charity is public affords no proof that the corporation is also public." The paramount reason for the establishment of such private, charitable institutions for higher education in North Carolina has always been the free education of ministerial students, and as a subsequent development all young men of good character, irrespective of creed, were admitted, in order that the fees paid by them might help to support the institutions. The theory behind the establishment is about as follows: It is the duty of a body of persons of like religious opinions to educate their candidates for the ministry; educated ministers in time make intelligent worshipers and these individual worshipers finally impart the lasting benefits of education to the entire community. Hence the State exempts such institutions from taxation, protects, fosters and encourages them. Legally they are the friends and allies of the State, and of the State's institution for the promotion and encouragement of "All useful learning"—its University. Benevolence is the mainspring of their existence.

LIGHT FROM OUR FATHERS.

And so it was with our forefathers. Benevolence was the dominant spirit of all colonial education. Theology was taught by nearly every college in the original colonies. In North Carolina, as elsewhere, the affairs of the State and the affairs of the Church were under the same general control of the English government. For many years no person was allowed to teach in North Carolina unless he first secured the consent of the Bishop of England, and as about two-thirds of the colonists were dissenters from the established church, who would not have their children taught by teachers who secured this consent, there was no great diffusion of knowledge in the colony. During the last fifty years before the Revolution these religious restrictions were not so rigidly enforced and the history of education in the colony became inseparably connected with the history of the Presbyterian

church. "Almost invariably," says Foote (Sketches of N. C. P. 513), "as a neighborhood was settled, preparations were made for the preaching of the gospel by a regular stated pastor, and wherever a pastor was located, in that congregation there was a classical school, as in Sugar Creek, Poplar Tent, Centre, Bethany, Buffalo, Thyatira, Grove (Duplin county) and Wilmington, and the churches occupied by Patillo in Orange and Granville counties."

Queen's College in Mecklenburg county, under the control of the Orange Presbytery, was, immediately prior to the Revolution, one of the greatest church colleges in the country. From the halls of this great Presbyterian stronghold, "without concert of other States, without assurances from any quarter," *then* and *there* came the first ringing announcement in America of the birth of "a free and independent people." From the halls of Queen's College, this same Presbyterian stronghold came the first ringing demand for a State University. Positive instructions were given by these churchmen to their delegates to the constitutional convention at Halifax "to use all their endeavors for the establishment of a University and its endowment and maintenance." Who in this world ever heard of a hard-headed Presbyterian easily changing his opinion? It is safe to say that nothing short of a revolution and a stupendous death struggle for civil and religious liberty could have caused these grand old fighting churchmen to change their minds. Was it mere accident, and because they were smarting under the insult of George III, who had declined to give them a charter for their college? No, the same kind of church people up in Pennsylvania were making the same demand for a State University, and within a few years great men and great patriots all over the country joined in the same noble work. George Washington, the former Chancellor of the Episcopal College of William and Mary, was pleading for a great national university. Thomas Jefferson, in Virginia, was making plans for a great State University, and likewise Alexander Hamilton in New York,

and John Adams in Massachusetts. Was it a mere accident of history that caused these sturdy sons of North Carolina during the darkest hours of the Revolution, just after the surrender of New York, to meet for the framing of the first constitution of a free people, and "with faith approaching sublimity," write down into their supreme law "a school or schools *shall* be established by the Legislature for the convenient instruction of youth, with such salaries to the masters paid by the public as may enable them to instruct at low prices; and all useful learning shall be duly encouraged and promoted in one or more universities?" No, it was because the blood of the Revolution gave to our fathers a new educational baptism.

Those of you who have been to that little burying ground by the roadside, as you go toward the valley from the old home of Thomas Jefferson, and have seen the words cut into the marble there, "Author of the Declaration of American Independence, of the Statute of Virginia for Religious Freedom, and Father of the University of Virginia," can follow the grand sequence of ideas, and tell why the patriots of North Carolina gave us a university. It is said of the University of Virginia that it is the "lengthened shadow of one man—JEFFERSON." The University of North Carolina is the *lengthened shadow*, not of one man, but of a whole people, the "freest of the free," united in a grand struggle for civil and religious liberty. It represents their sublime confidence in the justice of their cause as well as their abiding hope in its eternal usefulness. In those days, as it should now, the right of private judgment presupposed sufficient intelligence in the individual to arrive at an intelligent judgment. Educated citizenship, therefore, was the rock on which the whole structure of their new democratic government rested. Hence, it was the first duty of the State to secure an educated citizenship and provide for its maintenance and support. Believing firmly that the preservation of the blessings of liberty to themselves and to all posterity rested upon

the education of the youth of the State they were afraid to leave a matter of such momentous importance to benevolence and to philanthropy and to private enterprise. Hence, to the ideas already in existence favoring education for the preservation of learning, for the social, moral and religious improvement, the Revolution brought the new educational baptism and for all future time the dominating idea, of education as a means of self-defense, self-protection and as the best means of preserving civil and religious liberty and transmitting it to posterity.

Before passing from this line of thought allow me to recall another significant fact from our early history that should be kept in mind in this day of great educational discussion.

Our fathers regarded this University as a *public trust* just as much as the common schools. Look behind the clamor of the crowd for public schools to-day, and you will find, far or near, the brains and the labors of such men as Battle, Craven, Morrison, Winston, Alderman, Venable. No principle in educational science is better established than the fact that the desire for education starts from the top and travels downward, and not from the bottom upwards. Says United States Commissioner Dawson, who during his term of office made a most extensive study of education in the United States, "In every instance the foremost desire of the people has been for colleges and universities, rather than for schools of a lower grade. It was the opinion of the colonists and of the early settlers of the West and the South, that primary and secondary schools were essentially dependent for their existence upon higher institutions. This principle is borne out by the facts . . . The necessity for higher education for the support of the primary schools is now regarded as a *fundamental truth*." It is significant that in both Pennsylvania and North Carolina, the first two States in the Union to take bold stands in their constitutions for education, the University and the common schools are placed on the same footing, and the demand for the university came

forty years before the demand for the public schools. The first school established in New England was not a primary school, but a college.

HOPES FULFILLED.

How abundantly the hopes of our fathers in establishing this institution have been fulfilled is a grand and glorious record. Its story brings a thrill of pride to the heart of every loyal son of the "Old North State." But the widespread usefulness of this University has become such common knowledge to this gathering that I shall not delay you to recount its details. Permit me in passing, to recall a brief tribute from Judge Archibald Murphy, the "Father of the Public School System" in North Carolina, found in his official report to the Legislature in 1817. "This institution has been in operation for twenty years and has been eminently useful to the State. It has contributed, perhaps more than any one cause, to diffuse a taste for reading among the people and to *excite a spirit of liberal improvement.*" One has but to look around him in our State to-day to see the splendid examples of the effective fruitfulness and public service of this institution. Closed for nearly ten years during the dark days of reconstruction, out of the first three classes after the reopening came those peerless examples of public service, Charles B. Aycock, James Y. Joyner and Charles D. McIver. What a splendid fulfillment of the sublime hopes of those great hearted, self sacrificing men, who, thirty years ago "plucked this University from the weeds," and gave back to our poverty stricken people the best means of preserving their liberties and of upbuilding their fortunes.

In following the record of achievements of this institution we are forcibly reminded of the famous witticism of Senator Evarts in explaining why Washington was able to throw a silver dollar across the Potomac. A comparison of its records with those of other institutions shows that it has always been able to make a dollar *go farther* and bring back more than any other institution in the country.

NEEDS OF THE UNIVERSITY.

But while the laying bare of basis principles, and the recounting of glorious memories may be interesting and edifying to some of us, I take it that the imperative duty of every one of this gathering of her loyal sons is to come down to business and lend his aid toward the formation of some definite plan providing for the pressing needs of our Alma Mater. This is a day of large ideas, of great community effort, of gigantic business undertakings, and North Carolina is right up in the forefront of this immense progress. During the last twenty-five years she has become a great industrial community. She is no longer poor and helpless. The city of Raleigh alone has more money in her banks than all of the banks had twenty-five years ago. Mere magnitude in business no longer frightens our people. Why therefore should mere magnitude in educational matters frighten them? Is it not the paramount duty of this body to give to our University the opportunity of keeping pace with the progress of the times, of moving on to its greater destiny, its higher life, its broader field of usefulness? Is it not time for us to begin the work of making this institution a great Southern States' University, a modern directive force, commensurate with the demands of our people and alert to all their growing needs? President Venable has already answered the question in the affirmative, and with hope and enthusiasm is devoting his brains and his energies to the Herculean task. The greatness of his sacrifice, for without doubt, his salary can no more than pay his living expenses, the nobility of his effort, the wonderful fruitfulness of his labors, the number and the magnitude of his pressing needs enlist our deepest sympathy, invoke the highest admiration, and call for our most earnest and intelligent co-operation. This work will require the best men and we want from them the best service. Let us not beat down the market that we may purchase mediocrity cheap. But let us stand shoulder to shoulder behind our splendid standard bearer and give him the support that he

demands. A university which has all it wants has already begun to decline, and a president of a university who is not always wanting something, should hand in his resignation. I figured up the first eight needs enumerated in Dr. Venable's report, under the head of "Teaching Force," and they call for about \$12,000 a year. The remaining pressing needs mentioned under the head of "Equipment" call for about \$400,000. In the light of the foregoing discussion it seems to me that the Legislature is the proper place to look for help in providing for an increased teaching force, and that today we need not turn the energies of this body in that direction.

Indeed in view of the great demand for teachers for the primary and secondary schools all over the State it would seem to be the *plain duty* of the Legislature to comply with the mandate of the Constitution requiring it to "establish and maintain in connection with the University, a department of Normal Instruction," and to appropriate at the next session sufficient funds for this new department.

It appears from the constitutional history of this State that for more than one hundred years the people when acting in their sovereign capacity have steadily and almost un-animously voted for the University. It is safe therefore, to lay aside all fear in this respect and to start with the dictum of Judge Locke in 1805, "The University is as permanent as the government." From a comparison of the history of legislation in this State with that of other States, where from the misfortunes of war the condition of public finances in recent years has never been conducive to large appropriations, it appears that our law makers have been slow to appreciate the value of a great institution for higher education as a means of self protection and as a means of upbuilding the State. But it also appears that during the past few years there have been many evidences of great progress in this respect. With the rising tide of public spirit in North Carolina, and the irresistible movement for educated citizenship we may expect a larger view and a more generous consideration of higher education.

It is now a well settled opinion of political economists in this country and abroad that in the ideal of democratic liberty which our forefathers gave to us, is to be found the true genesis of the mighty forces which make the great fortunes of America to outshine the wealth of Ormus and of Ind. Under the inspiration of this great ideal of the Nineteenth Century the plain citizens of a democratic republic, whether for the creation of wealth, or for the establishment of national power, or for the finer and loftier developments of modern civilization, have become the most productive agents that the Almighty has set to work on the face of this earth. With a clearer understanding of the blessings of democratic liberty, and with a deeper consciousness that to-day there are ominous signs on the horizon, more or less distant in the South, but red and glaring throughout the North and West, pointing to its downfall, we may be sure that further legislatures in North Carolina will maintain to the best of their ability this old institution, given to us by our forefathers as the best means of preserving democratic liberty and transmitting its blessings to all posterity.

But how about the \$400,000 for libraries, halls of science, Young Men's Christian Association building and graduate departments? In meeting these demands it is believed by me that we need not and that we should not look to the public treasury. It is always the first duty of the guardians of monies of a democratic people to make the burdens of taxation rest as lightly upon the shoulders of the general public as the circumstances will permit. But where an institution for higher education is a public corporation, for the benefit of the whole people, and under the control of the whole people I do think that we have the right to expect the hearty coöperation of the people's representatives. We have the right to expect their aid in improvising methods for bringing to the support of this public, charitable corporation the powerful assistance of benevolence and philanthropy, the love and the interest and the wealth of thousands of high minded men

and women scattered over this State and throughout the whole country. We do not ask money from the Legislature, but time and consideration and patriotism and brains. Is it not time for the best intellects of North Carolina to make a new and a thorough study of the problems of education for the purpose of harmonizing the conflicting elements in our present system and for the purpose of blending them into a unity of strength and power, of increased fruitfulness, without any greatly increased cost of maintenance? Is it not our duty to look over our educational plant and throw out all the broken and antiquated pieces of its machinery? Sometime ago I asked a prominent manufacturer how it was that he made so much money in certain of his factories where other good men alongside of him had signally failed. His answer was, "I am always ripping out old and worn out machiney, and replacing it with the latest and most improved machinery that can be found in Europe and America."

Granting, however, that the time is ripe for the building up of a great University here in North Carolina how can any president accomplish the stupendous undertaking with a disorganized alumni and a Board of Seventy-eight Trustees, splendid men as individuals, but as trustees only one out of every four has sufficient educational enthusiasm to attend the meetings of his own Board. If it be true that "there is safety in a multitude," it is equally true that division of responsibility among a multitude prevents progress and brings stagnation and dry rot. This institution no longer belongs exclusively to the residents of North Carolina. It is the Alma Mater of men scattered all over the world. One good live alumnus on the Board of Trustees residing in the City of New York alone, has the opportunity of doing more for this University than any five average men residing in North Carolina and picked in our easy going manner of equitable distribution of honorable distinctions. I know whereof I speak. Far be it from my nature to find any fault with the public service of this distinguished body, of which

my father was a member almost up to the time of his death. But with love and reverence, I must speak plainly about a matter that I know, and you know, to be a serious handicap to the progress of the institution that we love to the bottom of our hearts.

No institution on earth has a more tender hold upon the affections of the individual alumnus than this University. The love of the old Chapel Hillian for his Alma Mater evokes all the poetry that lies hidden in his innermost heart. Locate him where you will, in New York, Chicago, Galveston, his love for this hallowed place follows him on and on. It is a part of his life. He is like the vase in which roses have been instilled,

"You may break, you may shatter the vase if you will,
But the scent of the roses will hang around it still."

And yet with all this individual attachment and individual enthusiasm, all attempts to organize the Alumni into a strong working body have signally failed. Why? Because sweet reminiscence will occasionally bring men together to laugh, to speak and to weep, and maybe in an outburst of spasmodic enthusiasm some important business will be transacted. But in order to secure the *steady pressure*, the powerful force of organized enthusiasm, year in and year out, you must have organized business of large importance constantly engaging their attentions and calling for responsible action. What makes men of affairs come from Chicago and Cincinnati to New Haven, Connecticut, every year? It is because the Alumni have some official standing in the affairs of Yale University, and there is an election of a number of their body as "Members of the Corporation."

ALUMNI TRUSTEES.

It is believed by many of us that if the Legislature will pass an Act empowering the Alumni Association of the University of North Carolina to elect twenty-six members or one-third of the Board of Trustees in its own way, it will

that moment breathe new life into the dead bones of the Alumni Association, and a thoroughly organized body of men will quickly spring into existence that will every day in the year render powerful assistance in carrying the burdens of the University and in supplying equipment for its greater progress and its higher development. The plan of giving to the Alumni a business standing in the management and support of higher institutions of learning is not a new one. It has already been adopted in many localities and has invariably proven productive of splendid results. Such an innovation, while in no manner destroying the safety of the multitude will, in the light of experience in other States, shake off the shackles of inertia, bring to the Board new blood, new educational enthusiasm, and new capacity for expansion and progress.

The State Constitution, Section 6, provides that "The General Assembly shall have power to provide for the election of Trustees of the University," and Judge Pearson, in passing upon the meaning of this section in *Trustees, etc., vs. McIver* (1875), says, "By conferring an unrestricted power upon the General Assembly, that body could adopt the old mode (election of Trustees by Board of Education) or some other, and if the mode adopted in the first instance proved unsuccessful, set aside and substitute another by ordinary legislation; for instance, if the General Assembly adopted the old mode and that under the new conditions, resulting from the war, did not prove a success—then another mode, an election by the Alumni of the University could be tried, or any other, which on account of the circumstances, in the wisdom of the General Assembly, might be deemed expedient." It is evident, therefore, that the change can be accomplished very easily by a simple Act of the Legislature.

THE HAPPY MARRIAGE.

May we not learn with profit the lesson of many other institutions, and expect through the organized body of a strong alumni association to reach the volunteer, the philan-

thropist, the man who gives aid to education for the preservation of learning, for the cause of benevolence, for the purpose of establishing grand and everlasting memorials to families. Our forefathers believed in uniting the system of supporting education for the sake of benevolence with the system of supporting it as a means of preserving their liberties. Is there any valid reason why we should turn our backs upon the happy marriage? Because the whole people contribute fifty thousand dollars a year to the support of an institution for higher education as a permanent investment in good citizenship is not likely to drive away from its support the believer in benevolence and philanthropy. On the contrary, world-hearted men and women will be attracted to its support by the knowledge that the "University is as permanent as the government," that "it stands on higher grounds than other aggregate corporations," that the "trusteeship is of the whole people" binding themselves through their corporate agents "in special trust and confidence to apply" each of their benefactions "to the exact purpose of which it was created and exists." They will be all the more inclined to give, by the knowledge of the people's guarantee of permanent support, permitting and securing a broader and a higher field of usefulness, imposing a binding and a lasting obligation in public service, and breathing the fire of the love of country into the beauty of the love of God.

But there is much force in the old maxim, "We hate only those we do not know." Its truth is painfully illustrated these days by the ever widening breach between labor and the far off managing owners and officials of great corporations. So it is with the University and with a large body of our most substantial citizens, residents right here in North Carolina, as well as with many who have gone to make and increase their fortunes elsewhere. I have no hesitation in saying that the first duty of an organized Alumni Association is to devise means of sending home to the minds of our own home people, as well as abroad a clear knowledge of the

relation of this University to the whole people, its public service, its record of achievements, its pressing needs, its momentous possibilities, and most of all its glorious opportunities for making benefactions a thousand times effective. The December report of the President is a great step in this direction. But in my humble opinion much more will have to be done before we may expect to uproot the prejudice, overcome the inertia, awaken the interest and draw to our support the sympathy of many men in this State whose aid the University needs and so richly deserves.

THE VANDERBILT GIFT.

The story of the Deems Fund is in many respects a happy illustration, not only of the channels through which great philanthropists can be reached, but especially of the wonderful fruitfulness of gifts to this institution. Some twenty years ago, as a memorial to the young son of Dr. Charles F. Deems, Mr. William H. Vanderbilt, of New York, supplemented the small gift of \$300 from Dr. Deems with the gift of \$10,000, to the University to be loaned, principal and interest, to such young men as need help in order to secure an education. Up to the first of July, 1902, this fund had not only aided three hundred and eighty-two faithful, active Anglo-Saxon youths to get a college education, but had increased by repayment of loans and interest until the whole fund amounted to \$21,733.79, or more than 100 per cent. A splendid tribute to the industry and honor of the kind of men we raise down here in old North Carolina! There is pressing need for more money of this kind. Three-fourths of the six hundred students here to-day are the sons of poor men, or are here as the result of money borrowed or earned. "During the fall of 1900," says President Venable, in reporting yearly expenses, "about two-thirds of the students handed in accounts of their expenses, and from these accounts it was seen that those students who paid no tuition (holding scholarships) and also received their board as waiters, averaged \$63.60 for all

expenses, exclusive of clothing and travel. Those paying no tuition but board (*about \$8.00 per month*), averaged \$144.61, and lastly the average expenses of the student paying tuition and board were \$265.25." Well may the University be proud of this record. Can there be any more fruitful philanthropy than the aiding of worthy young men to get an education at such an institution?

A GREAT STATE LIBRARY WANTED.

During the last few years there has grown up throughout the length and breadth of North Carolina a great number of small libraries in connection with the public schools and the graded schools. The number is now over five hundred, I believe. Such libraries are indicative of the birth of a greatly increased demand for reading and knowledge. Unless an infant library can receive constant direction and support from capable and intelligent sources, it is not likely to get much further than its swadling clothes. Very few people have any knowledge of the ways and means of running libraries. Such information is not picked up at country cross roads and in village factories. Library economy is a special branch of human knowledge, acquired by a few intelligent people after years of persistent study and extensive experience. Already in some parts of the country the force and value of these truths have been quickly grasped and complete State library systems established whereby the independence of the local library is preserved, but opportunity is given its management to acquire a practical knowledge of books and of methods of conducting a library from a great central source of expert information of library economy. To-day there is no great library in North Carolina, no general knowledge of library economy, no great source of library inspiration. The library at the University is probably the best equipped in the State, but a feeling of sadness must needs come over the heart of every loyal son of our beloved State when his eyes fall upon our University library equip-

ment. The building shelters 40,000 volumes and 20,000 pamphlets, but many of them are necessarily packed and jammed away in such a fashion as to largely destroy their usefulness. What is a library without research rooms, consultation rooms, seminar compartments, with but little room for the general reader, and less for the real scholar and none for the specialist, the man who digs down to the bottom of research and brings out the pure gold of human learning from the treasure houses of the world? Will not some philanthropist come to our aid and erect a memorial library building on this beautiful campus, with sufficient funds for equipment? Will not some great-hearted son or daughter of the "Old North State" give our people a great library, the head of the library system of the State, to illumine the homes of all the people of every creed and of every station, and show them the hidden paths to the kindly fruits of earth and to the eternal blessings of Heaven? Pearls and palaces and diamonds and dinners will vanish with the tolling of a bell, great fortunes will be made and lost in a century in a whirlpool of luxury and extravagance, princes will follow princes in the lengthening cycles of debauchery and corruption, but the rich fruits from this, the most beautiful flower of philanthropy in the garden of your nativity will give ever increasing hope and happiness to your people and prove immortal and divine!

TEMPLE OF EVANGEL.

We stand here to-day in Gerrard Hall, built a half century ago from proceeds of the sale of lands of Major Charles Gerrard, bought with his blood in a war for civil and religious liberty. Students and professors are called to worship here, and yet one-third of the persons summoned are unable to find seats. Within five years more two-thirds of the students and professors will be unable to find seats at these morning prayers. The religious life of the University is largely in the care of the Young Men's Christian Association. Over sixty per cent. of the students and all the professors are church

members, and about two hundred are members of the Association. Twice a week evening prayers are held by the Association. Four Sunday schools in the nearby country are supported by the Association, and it maintains also a weekly service in a near by cotton mill. Morning classes in Sunday school with an attendance of from one to two hundred are taught by the professors. Says President Venable in his report, "They have no suitable rooms for their Bible class meetings. No general assembly hall, no reading room and no library." Let us go back for a moment and recall that the Scotch-Irish Presbyterians of the Central and Piedmont sections of North Carolina were the first persons to raise their voices for this University as a means of preserving religious liberty for all the people of every sect, and of every station. Let us call to mind the story of yonder tablets to commemorate the names and the deeds of that host of our country's leading men sent out from the halls of this hallowed place. Not only is every epoch in the history of the State recorded here, but many of the great events of the history of America can be studied from these tablets. All of these and thousands and thousands more of lesser prominence received their formative influences in the great departments of society from this University. Church people of North Carolina, let me ask you if this is not the greatest strategic point in the entire State for those religious operations that seek to touch the heart of higher life and quicken its beats with the universal love of the Father? As an illustration of the strategic importance of this institution from a religious standpoint permit me to recall the sublime work of Joseph Caldwell, who for thirty years was the "Atlas on whose shoulders our University world rested," and who during a large part of the time was the controlling spirit of the Presbyterian Church in North Carolina and Chairman of the Board of Trustees of the Union Theological Seminary in Virginia. It was the voice of Joseph Caldwell standing in the pulpits of this University that more than any other man,

with the thunderbolts of his giant intellect, hurled back the furious thraldom of infidelity that swept over our State and threatened to encompass it forever in the darkness of life without hope, of mind without God. Is it not time to fling away Lilliputian ideas and let Heaven born Benevolence join hands with Self-Protection in the erection of a splendid Temple of Evangel upon this campus commensurate with the needs of the religious life of this University?

This is no place for sectarian mediocrity. It is the true home of the Young Men's Christian Association, and a grand field for the great Evangelist of every denomination. I remember that during my senior year all but three students joined in the work of a great evangelist and evening prayers were held on many of the floors of these buildings. It may be observed that several of the leading Christian men of the State to-day received their religious awakening at Chapel Hill in the spring meetings of 1889. I was one of the three black sheep that took no part in the work. In subsequent years I have many times regretted my course.

GRADUATE DEPARTMENT.

So much for volunteer givers of large amounts for great single objects. Before closing, allow me to call the attention of this body, and so far as I may be able that of the whole State to another department of this University, which from necessity has been sadly neglected, but which in the course of time will prove its crowning glory. I refer to the graduate department of which President Venable in painful candor says, "No special effort has been made to develop this department, as the strength of the faculty is taxed by the large number of undergraduate students." It is in this direction that the individual with moderate means can wisely and with great profit to the University and to its work in up-building the State, give the smaller contributions in keeping with the state of his exchequer and along the lines in which he may be strongly interested.

Fellow Alumni and especially you young men, we owe to this University a thousand times more than we can ever repay. We owe to the State and to the noble men and women who have given their hearts and their treasures to this institution a debt of great public service. Moved by the love in our own hearts that sends its warmth down into our very souls, and that lifts its beauty up to the face of high Heaven, let us make a great common effort to take up the burdens that our fathers have so faithfully carried, and lift up to a higher plain of strength and usefulness this grand old guardian of the civil and religious liberties of the people of North Carolina.

Can we not start here today and appoint a committee from this body to make, during the coming year, a thorough study of the problems of education in North Carolina with a view to uniting our loyal sons and daughters in the common hope and upon the common purpose of upbuilding this institution for the higher education of the whole people? We can have this committee report the results of its labors to this body one year from today, at which time a further committee can be appointed to memorialize the General Assembly at its next regular session for the purpose of securing its active co-operation in this grand labor of love which we have undertaken.

FELLOWSHIP IN NORTH CAROLINA HISTORY.

To these ends, Mr. President, I now desire to contribute permanently the yearly income derived from four thousand dollars. And it is my wish that during the coming year, this income be given to the fund for the erection of a building for the religious needs of this institution and thereafter to go toward the establishment of a fellowship in North Carolina History in connection with the University, but open to all students of all institutions for higher education in the State. That the selection of the holder and the scope of his work shall be under the control and direction of the professor of History of the University, of Dr. John S. Bassett, during his professorship at Trinity College and of the donor or a person to be hereafter designated by the donor.

